

# Digital Resilience in the American Workforce Initiative Call for Participants

**June 2023**

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## Important Information

**Initiative title:** Digital Resilience in the American Workforce (DRAW)

**Application date:** June 1, 2023, to June 22, 2023

**Cohort dates:**

- Cohort 1: September 26, 2023 - January 19, 2024
- Cohort 2: January 23, 2024 - April 26, 2024
- Cohort 3: February 27, 2024 - May 31, 2024

**Interview date:** July 7, 2023 (select states to participate)

**Decisions announced:** Decisions will be announced July 10, 2023

**Funding:** This program is free for participating states and programs. Each state is expected to provide compensation to the selected programs for travel and other costs associated with this program.

**Eligible applicants:** Adult Education and Family Literacy Act (AEFLA) Title II-eligible state programs are invited to complete the application. Please note that only the state director (or designee) can apply. We recommend that the state's professional development leader help respond to the application and that program leaders help identify qualified instructors for participation. This professional development (PD) hopes to engage programs at different levels of digital literacy engagement. DRAW hopes to include diverse programs in various contexts.

**Expected number of state candidates:** 3 (representatives from each state include: 2 programs, 2 instructors per program, 1 state lead)

**Application:** [Click Here](#)

**If you have questions or need additional information, please contact us at:** [digitalskills@jff.org](mailto:digitalskills@jff.org) and join us at the Q&A session.

# About the Digital Resilience in the American Workforce Initiative

Digital Resilience in the American Workforce (DRAW) is an initiative from Jobs for the Future (JFF), World Education, and Safal Partners with support from the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) to better prepare adult education practitioners who support learners that struggle to fully engage in tasks that demand the use of digital technologies.

## I. DRAW Expectations and Objectives

The Digital Resilience in the American Workforce PD will support states' current and long-term efforts to effectively implement digital literacy instruction in adult education and literacy programs. Through technical assistance resources, DRAW will create opportunities for adult education programs to ensure adult learners can obtain the knowledge and skills necessary for postsecondary education and training, employment, and economic self-sufficiency.

This PD will train instructors and state leads on how to integrate DRAW materials, methods, activities, and tools into their programs and professional development training.

On behalf of OCTAE, DRAW seeks to increase support for digital literacy development in adult education programs in three states, with four instructors/staff per state (two instructors/staff per program from two programs) and one state lead. At the end of the DRAW program, adult education professionals will have:

- Learned how to navigate the wide field of digital literacy resources and how to locate the resources they need through the Digital Skills Library.
- Applied DRAW digital literacy instructional strategies and resources into their programs with the support of an instructional coach.
- Engaged in the Literacy Information and Communication System (LINCS) community technical assistance and professional development training.
- Received professional development (PD) support that enables teachers to be strategic and learner-focused in their lesson planning and instruction.

### Participating states and programs will commit to:

- Attending all required PD activities, including the kickoff event, coaching calls, and peer sharing.
- Sharing learning with additional programs/practitioners throughout the state.
- Covering travel costs for participants and providing a stipend for participating adult education practitioners.

## II. DRAW Support

The PD is designed to foster peer learning and continuous improvement among participants. Administrators from the program programs will be engaged prior to the kickoff through an orientation webinar to ensure that they are fully informed and able to support participating instructors/staff. The different connections among participants include:

- Statewide peer learning
- Cross-state peer learning
- Support for PD leads

The DRAW PD will include the following elements:

- In-person kickoff event (2 days): The in-person kickoff will orient participants to the initiative and resources developed. Participants will have time to explore the resources and consider how they apply them to their own context. Participants will meet with their coaches, engage in self-assessment and reflection, and work collaboratively to develop professional learning objectives to guide their work throughout the training, including which materials, resources, and instructional strategies they will focus on in their own classroom with the support of their coach.
- Individual instructional coaching: Participating instructors and state leads will engage twice monthly to talk about their professional development plans and efforts to use the materials and strategies.
- Virtual classroom visits: During month 3, coaches will conduct a virtual classroom visit to observe how the participants are using the different instructional strategies and content and will provide instructors with written feedback. The DRAW team will provide access to Zoom/Teams/WebEx as needed to facilitate the virtual visits.
- Statewide peer sharing: Coaches will facilitate a call among the four participating instructors as well as the state lead to discuss their experiences engaging with the resources, share successes and challenges, and explore opportunities to share emerging learning with other practitioners across the state.
- Support for state leads: State PD leads will engage with resources, discuss how the resources and activities could be applied in different state contexts, and develop their plans for scaling the training.
- Cross-state peer sharing for instructors: Coaches will facilitate peer sharing across the three states to explore how the use of materials and strategies varies based on context (English learners, high school equivalency, etc.). Participants will be grouped according to their program context.
- Cross-state peer sharing for state PD leads: Coaches will facilitate peer sharing across the three states to explore how the use of materials and strategies vary based on context (English learners, high school equivalency, etc.).
- Virtual capstone for participants to share the instructional content and strategies used during the program: The capstone event will showcase what instructors

have learned during the program. Instructors will be invited to create short videos highlighting how they are implementing different materials and strategies in their classrooms. Participants will share with the group their experiences with incorporating new instructional strategies and content into classroom practice and will develop plans to continue their professional learning beyond the program.

### **Tentative DRAW Schedule:**

#### **Month 1**

- In-person Kickoff
- DRAW Learning Circle– team meeting every 2 weeks to share reflections
- Complete DRAW Course Units & Course Reflection Roadmap
- PD leads: In-person Kickoff, ½ day state PD lead orientation

#### **Month 2**

- DRAW Learning Circle- team meeting every 2 weeks to share reflections
- Complete DRAW Course Units and EdTech Routine Template
- Plan your Implementation
- One 1-on-1 call with coach
- Joint meeting with all state teams
- PD leads: State team peer sharing call (instructors, coach, PD lead)

#### **Month 3**

- Pre-observation planning call 1-on-1 with coach
- Coach observes class
- Post-observation debriefing call 1-on-1 with coach
- Team meetings -- team meeting every 2 weeks to share reflections
- PD leads: Cross-state peer sharing call for state PD leads

#### **Month 4**

- Team meetings -- team meeting every 2 weeks to share reflections
- Create a video to share during final DRAW virtual meeting
- Capstone (2 consecutive Fridays)
- PD leads: Capstone event (2 consecutive Fridays); planning session with coaches and PD leads (facilitated by Safal) to plan for adapting training for further state PD.

### **DRAW Resources**

**Something for everyone! The DRAW project has already created the following free resources that can help you integrate digital skills instruction into your classrooms.**

The [Digital Resilience in the American Workforce Blog Series](#) shares lessons learned from a national landscape scan conducted by World Education, Inc., JFF, and Safal

Partners. The goal of DRAW is to better prepare and support adult education practitioners to teach foundational digital skills and address the barriers learners face when using digital technologies.

The [Digital Skills Library](#) is a crowdsourced learning resource curated by adult educators, digital navigators, digital skills training providers, and other individuals dedicated to ensuring all adults have access to quality digital skills content.

## Key Partners

**About JFF:** Jobs for the Future (JFF) drives transformation of the American workforce and education systems to achieve equitable economic advancement for all.

**About World Education, Inc:** World Education advances equity through education and improving the availability, quality, and capacity of adult education and workforce programs. Its award-winning EdTech Center advances digital equity and supports organizations to leverage technology to accelerate impact.

**About Safal:** Safal Partners' mission is to revolutionize public-sector programs and services to catalyze positive societal change at scale.

# Digital Literacy in the American Workforce State Application and Scoring Criteria

State Directors, or an appointed designee, can apply on behalf of AEFLA-funded programs that are striving to incorporate high-quality digital literacy instruction into their adult education classrooms. States shall include a designated PD leader and two to three instructors.

The DRAW program is designed to support states and programs that are new to integrating digital skill development into programs as well as more experienced states and programs. We hope to include a diverse set of programs in the program, including small/large programs, urban/rural settings, and a variety of programmatic focus areas (e.g., Integrated Education and Training, English learners, high school equivalency, Adult Basic Education, etc.).

## Section 1: State Information (not included in scoring)

(Please limit each response to 200 words or less)

- State contact information: Name, state adult education point of contact, and

- email address
- State PD contact information: Name, state lead point of contact, and email address
- Optional: List the programs and instructors participating in the Digital Resilience in the American Workforce initiative from your state. Why are you including these programs in the Digital Resilience in the American Workforce initiative?
  - Note: States are not required to identify programs or instructors on the application. If selected, at the time of the interview, programs and instructors must be identified. Non-AEFLA-funded programs are not eligible to submit applications.

## **Section 2: Resumes (not included in scoring)**

- Provide resumes of key program personnel, detailing their roles and relevant experience.

## **Section 3: State-Level Support for AEFLA Programs (10 points)**

(Please limit each response to 200 words or less)

- Discuss how the state supports digital literacy development for adult education students who are enrolled in AEFLA programs.
- Discuss the State's capacity to support the participants to engage fully. What are the State's competing priorities?
- Describe the current or anticipated constraints to ensuring digital literacy instruction, access, quality, and outcomes for adult education students.

## **Section 4: State's Goals and Anticipated Benefits from DRAW program (25 points)**

(Please limit each response to 200 words or less)

- What is your understanding of DRAW and digital literacy/resilience? Discuss how the state will benefit from participating in the DRAW project.
- Describe the state's goals for instructional improvement that align with digital literacy.
- What are the initiatives or policies your state already has in place or is developing that align with digital literacy and digital resilience?
- Describe your state's system for providing professional development and explain how you will use this system to apply the training you receive through this project to meet the goals noted in this question: Identify state goals for instructional improvement that align with digital literacy.

## **Section 5: State's Ability to Sustain DRAW Efforts (15 points)**

**(Please limit each response to 200 words or less)**

- Describe the state's plan to improve and expand access to quality digital literacy education. How will this training maximize equitable advancement for adult education students in the state?